

February 2017



“Together we make a family!”



Follow us on Twitter and like us on Facebook!

Two great ways for you to keep up to date with all the latest news from the KingsWellies gang!

**Pancake Day, Random Acts of Kindness Day, Floral Design Day, Robert Burns Day, Chinese New Year, Technologies and Sciences, Moo Music, Valentine’s Day, Stick Insects, Vet Visit, Pets Visits and Therapets Visit!!**

WOW – We have been VERY busy during January and February!

Many thanks to Heather for coming back to KingsWellies and teaching us how to become AMAZING florists! Also to Fiona and Bruno from Therapets who came in to tell us all about the great work that the Therapets organisation do on a daily basis. We also loved listening to Scottish poems, tasting haggis and designing our own tartans to celebrate Robert Burns Day. We made Chinese lanterns, decorated dragons and filled money bags (lots of counting) to celebrate Chinese New Year and the year of the Rooster! We also completed a survey to find out what our favourite pancake toppings were! Chocolate spread won! Scott has been busy doing lots of science and technologies experiments with us – we built our own gondolas and fitted new coat pegs. We loved our Moo Music sessions with Finn’s Mummy too – they were great fun! Our stick insects have also hatched – ask us about their life cycle!





### What will we be learning about this month?

This month we will be focusing on a variety of topics in our rooms. These will include:

- Pets, animals, under the sea and life cycles
- Our bodies and senses
- Rules, Rights and Responsibilities – **Why do we have rules? What can we do better? Can you add to our Nursery Golden Rules? Please see our consultation board in reception.**
- Friendships and relationships. Being KIND to one another! **Please remember to pick up “an act of kindness” from our kindness tree. Please also give us photos of special friends and family for our relationships display.**
- Grow Well Choices – Lisa and Lucy will continue to develop the children’s understanding of making healthy choices. They will roll this programme out throughout the whole nursery.
- RSPB Big Garden Birdwatch! We have been using our binoculars to record the types of birds that we see in and around our nursery and own gardens. We have even been watching our night vision camera to record the wildlife visiting us throughout the night!
- Makaton – ALL of our children and staff are learning this sign language. Jo Jingles has been teaching us songs using Makaton! Mr Tumble has also helped us to learn! Ask us to show you some!
- Science – Samuel will be leading us through some exciting Science experiments. He will focus on the human body this month!
- 1<sup>st</sup> March – St David’s Day (Wales)
- 2<sup>nd</sup> March – World Book Day (Dress up as your favourite book character, Gruffalo hunt, revolting rhymes recipes, teddy bears picnic)
- 3<sup>rd</sup> March – Bedtime Story Day (Wear your PJs and listen to your favourite bedtime stories)
- 16<sup>th</sup> March – Visit from the Critter Keeper (HUGE thanks to Kasper’s mummy for organising this VERY exciting visit for us)
- 17<sup>th</sup> March – St Patrick’s Day (Ireland). Wear something green!
- 24<sup>th</sup> March – Red Nose Day (More information to follow)
- 26<sup>th</sup> March – Mother’s Day
- Pyjama Drama, Jo Jingles, Yoga and PE will also continue on a weekly basis.
- **We will also be focusing on continuing to develop our Literacy, Numeracy and Health and Wellbeing curriculum in all rooms.**

## Life Skills Awards

Our Wellie Beans will be working towards achieving their KingsWellies Life Skills Awards. Our younger children will work on developing the Pink Award and our older children will be working their way through the Red Award. Please help us to complete these at home too! Send in photos of your child completing each important skill. Already we have completed, "I know what to do in a fire drill" and "I have helped a friend!" This month we are focusing on:

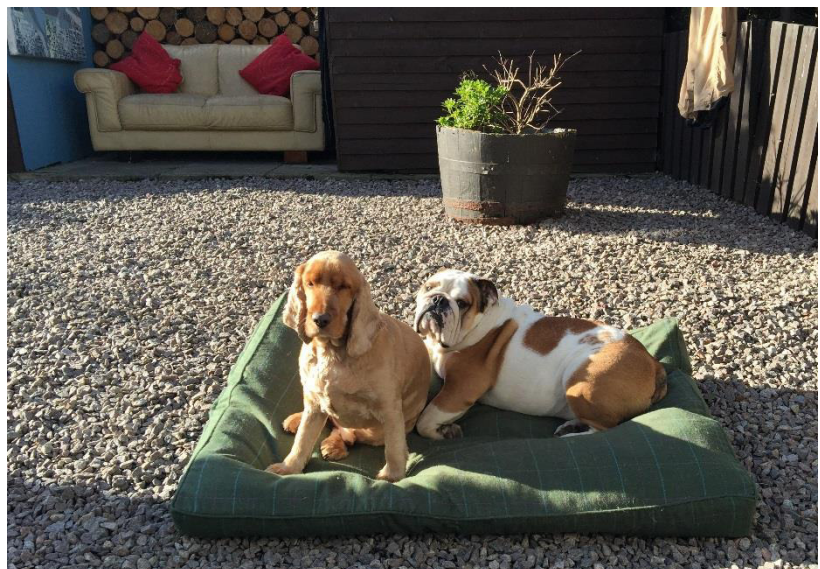
- I'm kind to others
- I help to tidy up and can share my toys
- I'm polite to others

I have attached our Life Skills Awards for your information. They are also posted up outside our Wellie Beans room.



## Wellie Dogs – Therapets

Rumpole and Ziggy have passed their Therapets assessment so will be heading out soon to the hospital, university and old folk's homes to cheer lots of people up! We will keep you posted.

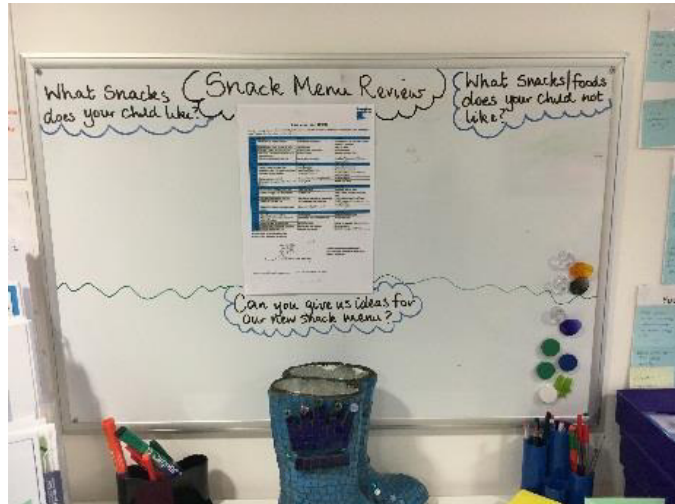


## KingsWellies Lending Library

We believe at KingsWellies, that books are the window to the world! Outside each playroom, we have a lending library. PLEASE choose a book each week to share at home with your child.

### Snack Menu Consultation

We are in the process of reviewing our snack menu. We would like your feedback in telling us what your child likes and doesn't like to eat. Please see our consultation board and questionnaires in reception. We would very much appreciate if you could help us with this review. We will be asking staff and children for their feedback too. It is very important to us to get it right for our children and families. In order to ensure that we provide a healthy, well-balanced and nutritious menu, we must take full account of the national guidance within "Setting the Table." I have attached a link to this document for your information.



<http://www.healthscotland.com/documents/21130.aspx>

### Holiday Closure Information

We will be closed for two weeks over Christmas and New Year from 6pm on 22<sup>nd</sup> December 2017 and will reopen at 7.30am on 8<sup>th</sup> January 2018. This is in line with Aberdeen City Council schools and nurseries.



### Tempest Photographer

We have booked a photographer from Tempest to come to nursery on 30<sup>th</sup> and 31<sup>st</sup> March 2017. This will be an opportunity for your children to have their photographs professionally taken. You will be able to purchase these if you wish through their sale or return option. Tempest have an excellent reputation and are the main photographer used in most schools. More information will be sent home in due course.

### Education Scotland Inspection

As you are aware, we welcomed Inspectors from Education Scotland in to nursery last week. The Inspectors found many strengths within the nursery and highly praised us on the progress that we have made within our first 20 months of opening. They very much acknowledged that we are an extremely new nursery and advised that it takes the average nursery around 6 years to become completely established! I am extremely pleased with our inspection report and cannot thank the staff enough for their very hard work.



As a result of the inspection, inspectors identified our main development priorities. These are already outlined within our Nursery Improvement Plan and we will continue to work on them. I have again attached a copy of our Improvement Plan for your information.

Many thanks also to all of our parents who gave us such amazingly positive feedback. Inspectors commented on the excellent, supportive and proactive relationships that we have developed with our parents and saw this as a real strength of the nursery. Through working together, we can only ensure the best for our children.

I will share our Inspection Report with you as soon as I receive it.

### Parent Helpers

We are always looking for parent helpers. If you would like to come in and tell a story, accompany us on a walk or share some skills, please talk to your room supervisor. You are ALWAYS MORE than welcome.

### Parents Progress Meetings

We will be providing parents with the opportunity to meet with Supervisors and Key Workers on a one-to-one basis to discuss your child's individual progress. These meetings will focus on discussions around your child's Care Plan, ILD, Learning Journey and general progress. These will happen on Tuesday 28<sup>th</sup> March from 6.30pm until 8.00pm. Please see your room supervisor to book a ten minute appointment. We hope that you will find these discussions useful.



### Drive Carefully

Please remember to drive carefully in our car park. It can get very busy at times. The speed limit is 5 miles per hour and we also expect everyone to reverse park. We have had a number of parental complaints about poor and unsafe driving. We will not continue to tolerate this as the health and safety of our children, parents and staff is being put at risk. Thank you.

### KingsWellies Policies of the Month

This month we would like to provide you with the opportunity to review and consult on our **KingsWellies Nursery Improvement Plan and our Literacy and English Policy**. We hope that you find this information useful. Please give us your feedback and suggestions with regards to these very important documents.

## Staffing Update

A HUGE welcome back to Leanne who has returned from maternity leave. Effy, her gorgeous baby, has also joined us in the baby room. Leanne is like a breath of fresh air and we are delighted to have her back! Welcome also to Niamh and Danielle who have joined the KingsWelllies team! They have been working very hard to get to know everyone!

Best wishes also to Natalie Darcy who has left us to go on maternity leave. Natalie's baby is due in May. We are also very disappointed to lose Halina. Due to a variety of ill health issues, Halina has been forced to leave us and no longer is able to work. We will REALLY miss you Halina – you have been a REAL pleasure to work with!

A HUGE congratulations to Lauren who has just completed her Working Rite apprenticeship and is now a fully-fledged member of the Wellies team! Congratulations also to Aimee who is about to embark on her SVQ3 in procurement and health and safety. Aimee is working towards her SVQ4 in administration and management.

**Leanne**



**Niamh**



**Halina**



**Lauren**



**Natalie**



**Danielle**

Staff will also continue attending a range of courses in order to increase their knowledge, confidence and understanding. These will include; Starcatchers, Drama outdoors, Think Fit Training, Fun with Forces, the Rights of the Child, Positive Behaviour Strategies, Quality Interactions, Schemas and schematic interests, Inclusive environments, Leadership at all levels and Curriculum training.

### **Comments, Compliments and Concerns**

Please give us your feedback – good and bad. It means a lot to us! We only want to keep improving in order to provide the BEST service possible. PLEASE make us your first port of call if you have any comments or concerns. If we work together, we will be able to achieve the very best for all of our children. Many thanks.

We also have Staff Compliments Slips available in reception in relation to our staff. We are always looking for Workers of the Week and Workers of the Month. Many thanks to those parents who have already taken the time to pay our staff a compliment.

*If you would like this newsletter or any other documentation from nursery translated in to another language or an alternate reading format, please do not hesitate to contact us.*

Snack Menu Review – March 2017  
Consultation with Parents

1. What are your child's favourite foods?
2. What do they not like to eat?
3. What are their favourite snacks from our snack menu?
4. Which snacks do they not like?
5. What ideas do you have for our new and improved snack menu?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Child's Name: \_\_\_\_\_

Class: \_\_\_\_\_

Snack Menu Review – March 2017  
Consultation with Children

1. What foods do you like to eat?
2. What snacks are your favourites?
3. Which snacks do you not like?
4. What ideas do you have for our new snack menu?

Name/Names: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_



Name: \_\_\_\_\_

Session: \_\_\_\_\_

KingsWellies Nursery Life Skills Awards – Red Award

Red Award	Successful Learners		Confident Individuals	
	Responsible Citizens		Effective Contributors	
I can help prepare and taste different foods	I line up when asked	I can share my toys	I know the days of the week	I have helped to grow a plant and know its basic parts
I'm polite to adults	I can change my shoes	I follow the nursery rules	I can work with numbers up to 10	I have role played a work situation
I'm kind to others	I can fasten and hang up my coat	I remember to put litter in the bin	I can use scissors	I can find information from pictures
I know how to stay safe when using electricity	I help to tidy up	I have helped a friend	I know what to do in a fire drill	I can take photos or record sound and images to show the world around me
I can describe interesting features in my local area	I can pick a healthy snack	I can...	I can...	I can...

Wow! You did it!

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Session: \_\_\_\_\_

## KingsWellies Nursery Life Skills Awards – Pink Award

Pink Award	Successful Learners		Confident Individuals	
	Responsible Citizens		Effective Contributors	
I usually have a healthy snack	I can put on my shoes	I can share my toys	I know when to wash my hands	I have role played a 'real life' situation
I'm polite to others	I can find my name and put it on the register wall	I can look after my nursery bag and its contents	I can name colours	I have visited places in the community
I can listen to a song	I'm kind to others	I can...	I can...	I can...

Wow! You did it!

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



**KingsWellies Nursery**

**Improvement Plan  
August 2016**

**Improvement Plan 1: Key Development: Building our Nursery – Culture, Ethos and Expectations**

How will we get there?	When will we get there?	Who will be involved?	Desired Impact
<p>Ongoing staff familiarisation with key documents:</p> <ul style="list-style-type: none"> <li>• KingsWellies Vision, Value and Aims</li> <li>• KingsWellies Policies, Processes and Procedures</li> <li>• Pre-Birth to Three</li> <li>• Curriculum for Excellence</li> <li>• National Care Standards</li> <li>• How Good Is Our Early Learning And Childcare?</li> <li>• Building the Ambition</li> <li>• Journey to Excellence</li> <li>• SSSC Codes of Practice</li> <li>• Getting it Right for Every Child</li> <li>• Learning Through Play in the Early Years</li> <li>• Setting the Table</li> <li>• ECERS / ICERS / SSTEW (ACC Pilot)</li> <li>• National and Local Policies and Procedures</li> </ul>	<p>Ongoing - Year 2 (August 2016 – August 2017)</p>	<p>All staff</p>	<p>Improved staff knowledge, understanding and familiarisation of key KingsWellies policies and procedures and ALL Local and National documents</p>
<p>All staff to participate in Key Focused Tasks on a monthly basis as part of Collegiate Meeting with regards to familiarisation and understanding of these key documents.</p>	<p>Monthly basis – first week of each month</p>	<p>Director to provide appropriate and focused tasks. Supervisors / Managers to guide and mentor staff in their completion</p>	<p>Improved learning experiences for all children as a result of increased staff knowledge and understanding</p>
<p>Monthly Staff Collegiate Meetings to be held with a focus on Improvement Plan, Care Inspectorate Action Plan, ECERS, ICERS, SSTEW and ongoing self-evaluation of nursery practices. Flexible Collegiate Calendar produced and fully implemented</p>	<p>Monthly basis – first week of each month</p>	<p>All staff to attend. Director to lead meetings KR to produce Collegiate calendar</p>	<p>Increased knowledge, understanding and confidence of staff when working with key documents</p>
<p>Ongoing staff training through Aberlour Futures, Aberdeen City Council training programme and own CPD. Staff to take responsibility for own learning journeys and see the importance of continuing professional development.</p> <p>Individual staff and Senior Management Team to discuss and plan individual staff learning journey with a focus on Improvement Plan and own development priorities. Make quality use of ACC Training Programme.</p> <p>Fully implement KingsWellies CPD / Support and Supervision Programme. Share with all staff. Implement throughout the course of the session.</p>	<p>Ongoing – session 2016/17</p> <p>Ongoing – session 2016/17</p> <p>Ongoing in line with CPD / Support and Supervision Programme</p> <p>Ongoing</p>	<p>Aberlour Futures Aberdeen City Council Training Programme</p> <p>SMT</p> <p>SMT</p> <p>Kerry</p>	<p>Increased staff confidence in all areas of childcare with a focus on quality of interaction and curricular provision</p> <p>Improved staff development/training based on effective self-evaluation</p> <p>Improved staff morale</p> <p>Improvement in the quality of experience, care, the curriculum, learning and teaching</p>

Make clear KingsWellies Vision, Values, Aims and Aspirations. All staff to be fully aware of roles, responsibilities and expectations.			
--	--	--	--

<b>Evidence of Success</b>	<b>How will we find out?</b>
<ul style="list-style-type: none"> <li>• Staff have opportunity for distributive leadership , to lead whole nursery developments</li> <li>• Improved indoor and outdoor learning environment for all</li> <li>• Improved ethos of achievement and improved behaviour</li> <li>• Improvement in care, experiences, learning and teaching for all children</li> <li>• Regular professional discussions for all staff</li> <li>• Improvement in quality reflective dialogue</li> <li>• Improved understanding of key local and national documents with a focus on CfE, Pre-Birth to Three, ECERS, ICERS and SSTEW and How Good Is Our Early Learning And Childcare?</li> </ul>	<ul style="list-style-type: none"> <li>• SMT to monitor progress through each development</li> <li>• Impact on playroom practice</li> <li>• Children’s Individual Learning Journeys and Interactive Learning Diaries and setting of individual targets</li> <li>• Questionnaires, evaluations, surveys, consultations</li> <li>• Comments, compliments and concerns from parents, staff and children</li> <li>• Playroom observations by SMT</li> <li>• Care routine observations by SMT – ongoing basis</li> <li>• Sharing of good practice</li> <li>• Monitoring of resources</li> <li>• Monitoring of routines</li> <li>• Use of scoring sheets and audits in ECERS, ICERS and SSTEW on an annual and ongoing basis when looking at more specific aspects of practice</li> <li>• Increased enjoyment, creativity, motivation and enthusiasm by staff and children</li> <li>• Making good use of Challenge Questions and Level 5 Illustrations within How Good Is Our Early Learning and Childcare?</li> </ul>

**Session 2016/17**

**Improvement Plan 2: Key Development - Self-evaluation**

How will we get there?	When will we get there?	Who will be involved?	Desired Impact
<p>Quality Assurance will continue as high profile. Involve staff in all aspects of self-evaluation. Take a closer look at appropriate Quality Indicators from How Good Is Our Early Learning And Childcare and identify priorities for improvement by staff and stakeholders through broad brush audit and ongoing consultation.</p>	<p>Ongoing</p>	<p>All staff</p>	<p>Improved awareness of KingsWellies' strengths and improvement priorities in consultation with all stakeholders – children, parents, friends, wider community, staff</p>
<p>Engage with self-evaluation tools built in to Building the Ambition. Use and discuss the Case Studies as to how we should respond as best practice practitioners within KingsWellies.</p>	<p>Ongoing – year 2</p>	<p>Kerry and all staff</p>	<p>Improved use of variety of self-evaluation tools showing impact on playroom practice</p>
<p>Use challenge questions and Level 5 Illustrations from How Good Is Our Early Learning And Childcare as examples of best practice. These are in line with the EXPECTATIONS of KingsWellies Nursery</p>	<p>Ongoing – year 2</p>	<p>Kerry and staff</p>	<p>Improved communication with parents and wider community</p>
<p>Aberdeen City Council Pilot – Pilot the use of Early Childhood Environment Rating Scale (ECERS 3), Infant/Toddler Environment Rating Scale (ITERS) and Sustained Shared Thinking and Emotional Well-being Scale (SSTEW) in all rooms. Use the scales and audits to quality assure practice and ensure that we are fulfilling the “Brilliant Basics!” Scales to be used annually to produce improvement plans with tight deadlines for staff to implement improvement priorities.</p>	<p>Ongoing – year 2 September 2016</p>	<p>SMT / Ruby to lead All staff</p>	<p>Improvement in the quality of care, experiences, curriculum and learning and teaching</p>
<p>Provide opportunities for modelling of good practice and to engage with colleagues from other partner providers and services</p>	<p>Ongoing</p>	<p>All staff</p>	
<p>Use Education Scotland/Care Inspectorate questionnaires with all stakeholders (parents, children, staff). Analysis of results to inform future improvement planning. Use on a 2 year cycle basis.</p>	<p>January 2017</p>	<p>All stakeholders</p>	
<p>Review and implement KingsWellies Quality Assurance Calendar. Share with all stakeholders.</p>	<p>Ongoing</p>	<p>All stakeholders</p>	
<p>Encourage increased parent/carer involvement – increased understanding of Pre-Birth to Three, CfE, sharing achievements, use of learning dialogue, policies of the month, forward planning processes.</p>	<p>Ongoing</p>	<p>All stakeholders</p>	
<p>Provide increased opportunities for parents to witness their children learning. Further focus on use of digital Individual Learning Diary for ALL children in the improved development of KingsWellies Nursery Learning Journeys. Ensure that ALL staff regularly undertake effective observation, evaluation and assessment of</p>	<p>Ongoing – Year 2</p>	<p>All staff – training required</p>	

<p>all children's learning. This also to include identification and implementation of informed next steps for individual children (Care Inspectorate Priority).</p> <p>Staff to continue to self-evaluate own practice and set individual targets for improvement through Continual Professional Development (CPD) programme.</p> <p>Use the National Care Standards as evaluation tools / broad brush audit with all staff in order to evaluate and assess our future priorities for improvement. What are we doing well? What do we need to improve? Focus on the development of each Care Standard in order to realise our full potential.</p>	<p>Ongoing – Year 2</p> <p>Ongoing</p>	<p>All staff</p> <p>All staff / stakeholders</p>	
---	--	--	--

<b>Evidence of Success</b>	<b>How will we find out?</b>
<ul style="list-style-type: none"> <li>• Improved staff familiarisation with key self-evaluation documents</li> <li>• Improvement in children's experiences, adult/child interactions, curriculum and learning and teaching</li> <li>• The development of quality reflective language and dialogue between staff and other stakeholders</li> <li>• Regular professional discussions and peer observation opportunities for all staff – sharing of good practice and time to talk about learning</li> <li>• Effective transition practices between ages, playrooms and P1</li> <li>• Enthusiastic and motivated children who are involved in determining next steps in own learning</li> <li>• Increased openness to new thinking and ideas by staff and parents</li> <li>• Heightened self-awareness of our performance by staff – aiming for EXCELLENCE with the determination to reach the highest standards!</li> <li>• Improved quality of experience for all children</li> </ul>	<ul style="list-style-type: none"> <li>• Professional discussions – minutes, records, workshops, focus on sharing of good practice</li> <li>• Questionnaires, evaluations, surveys, consultations, policies of the month, comments complements and concerns, newsletters, open days, stay and play days</li> <li>• ECERS / ICERS / SSTEW – audits and scoring sheets to be used to evaluate practice and to determine improvement priorities</li> <li>• Quality Assurance Policy and Annual Calendar</li> <li>• Self-Assessment – Care Inspectorate</li> <li>• Professional Development – staff annual reviews and appraisals</li> <li>• Collegiate monthly meetings – minutes and agendas</li> <li>• Staff training</li> <li>• Observations / sampling of children's learning experiences</li> <li>• Observations / sampling of care routines</li> <li>• Observations / sampling of adult / child interactions</li> <li>• Setting of individual targets</li> <li>• Staff and parent discussion groups</li> <li>• Increased enjoyment, creativity, motivation and enthusiasm from staff and children</li> </ul>

Session 2015 - 16

Improvement Plan 3: Key Development – Building Confidence in the KingsWellies Nursery Service / Provision of Early Education in KingsWellies

How will we get there?	When will we get there?	Who will be involved?	Desired Impact
<p><b>Staff familiarisation and focus on National Care Standards 4-11 (Year 2):</b>            8. Equality and Fairness – year 2            9. Involving the Community – year 2            10. Involving Other Services – year 2</p> <p><b>Staff familiarisation and focus on Provision of Early Education Quality Indicators from How Good Is Our Early Learning and Childcare? (February 2016), with a particular focus on:</b></p> <p><b>1.1 Self-evaluation for self-improvement</b>  <b>1.2 Leadership of learning</b>  <b>2.2 Curriculum</b> – Specific focus on Literacy Across Learning, Numeracy Across Learning and Health and Wellbeing Across Learning  <b>2.3 Learning, Teaching and Assessment</b>  <b>3.2 Securing Children’s Progress</b></p> <p>Ongoing staff familiarisation with CfE Outcomes and Experiences – all children’s learning and play experiences to be planned, tracked, assessed, evaluated and moderated around Experiences and Outcomes and Principles and Practice Papers for 3-5 playroom. This to include identification and implementation of informed next steps for individual children.</p> <p>Increased awareness of the importance of “enabling learning spaces” and “contexts for learning” when planning creative and stimulating extended play experiences within each playroom. Focus on:</p> <ul style="list-style-type: none"> <li>• Free-flow play</li> <li>• Indoor and outdoor play environments</li> <li>• Room layout</li> <li>• Planned activity play</li> <li>• Enabling environments</li> <li>• Quality interactions</li> <li>• Learning through play</li> <li>• Outdoor education – focus on Literacy and Numeracy outside</li> </ul> <p>Make use of Edinburgh City Quality Circle Literacy, Numeracy and Health Audit / Assessment and Planning Trackers to identify improvement priorities.</p>	<p>Ongoing</p> <p>Year 2 – session 2016/17</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing – year 2</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All staff</p> <p>All staff</p> <p>All staff</p> <p>All staff Depute Managers to lead</p>	<p>Improved staff knowledge and understanding of key national documents and their importance in all that we do within our playrooms and practice</p> <p>Improvement in the quality of the experiences, care, curriculum, learning and teaching and meeting children’s needs</p> <p>Improved use of variety of self-evaluation tools showing impact on playroom practice</p> <p>Improved awareness of KingsWellies’ strengths and improvement priorities</p> <p>Improved knowledge and understanding and familiarisation of the content of Experiences and Outcomes and Pre-Birth to Three</p>





Evidence of Success	How will we find out?
<ul style="list-style-type: none"> <li>• Improved links with local, business and wider community</li> <li>• Children and staff pursuing a happy and active lifestyle</li> <li>• Improved indoor and outdoor learning environment for all</li> <li>• Increased motivation, self-esteem, enthusiasm for all staff and children</li> <li>• Staff and children will develop a sense of physical, mental and emotional wellbeing</li> <li>• Improved ethos of achievement and improved behaviour</li> <li>• Children will develop respect for the feelings, values and views of others</li> <li>• Improved quality of experiences and interactions for all children</li> <li>• Effective transition for all children – between age and stage and into P1</li> <li>• Improvement of learning and teaching of all children</li> <li>• Improvement of quality of adult/child interaction</li> <li>• Heightened understanding of local and national policies and procedures</li> <li>• Regular professional discussions with a focus on being creative and reflective</li> <li>• All staff, children and parents know, understand and share a common vision, ethos and set of aims for the nursery</li> <li>• Happy nurtured, safe, achieving children</li> <li>• Improved learning experiences for all children</li> </ul>	<ul style="list-style-type: none"> <li>• Impact on playroom practice – monitoring by SMT and peer monitoring with a focus on sharing of good practice</li> <li>• Impact on learning and teaching for individual children</li> <li>• Feedback from staff, parents, children, partner agencies</li> <li>• Ongoing professional discussion</li> <li>• Collegiate minutes and agendas</li> <li>• Individual child progress reports</li> <li>• Questionnaires, evaluations, consultations, surveys, workshops</li> </ul>

Session 2016/17

Improvement Plan 4: Key Development – Getting It Right For Every Child (GIRFEC)

How will we get there?	When will we get there?	Who will be involved?	Desired Impact
Staff familiarisation and keeping up to date with GIRFEC and GIRFEC for Aberdeen City Council Children	Ongoing – Year 2	All Staff	Putting the child at the centre and developing a shared understanding across all practitioners in KingsWellies and all agencies
Ongoing Child Protection training for all staff including an opportunity to discuss and review Nursery and Authority Policies	Ongoing	Aberlour Futures Training ACC Training	Staff will understand the central principles of Getting It Right For Every Child with a specific focus on GIRFEC for Aberdeen City Council children
Staff to continue to develop knowledge and understanding of well-being indicators in the SHANARRI wheel, My World Triangles and Resilience Matrix as audit tools to record and share information that may indicate a need or a concern and then take action as appropriate	Year 2	Kerry to lead	Improved care and welfare for all children through effective use of improved communication systems with parents, all services and other agencies
Ongoing staff involvement in the compilation of IEPs, Care Plans, CSPs, IAFs, Individual Care Plans and digital learning diaries as appropriate	Ongoing		Enhanced awareness of the variety of needs of individual children and quicker and more cohesive action to meet these needs
Develop and establish the use of Rights Respecting language and behaviour throughout the nursery. Work towards UNICEF Rights Respecting School Award	Year 2 / 3	Supervisors / Depute Managers to lead	Children and their families get the right help at the right time
Ensure effective transition for all children, between stages / playrooms and develop improved partnership working with other agencies, other partnership providers and P1 schools	Ongoing	Supervisors / All staff	The removal of barriers to learning for children and families
Focus on developing staff understanding of attachment issues and how we can best support each individual child	Ongoing	Staff training – ACC, Aberlour Futures, in-house	Committed to placing the rights of the child at the heart of our nursery ethos in order to improve wellbeing and to improve each child's own potential

Evidence of Success	How will we find out?
<ul style="list-style-type: none"> <li>• Improved staff awareness of national, local and nursery policies and procedures</li> <li>• Staff demonstrating a greater understanding of relevant legislation and the implications for individual children and the nursery</li> <li>• Improved staff awareness of their role in relation to delivering GIRFEC for Aberdeen City children</li> <li>• Happy, nurtured, safe, achieving children</li> <li>• Enhanced working together with other agencies and other providers</li> <li>• Improved learning experiences for all children</li> <li>• Refined procedures for the planning, recording, tracking and storage of documentation relating to all children with a focus on individual care plans, chronologies, Individual learning journeys and Interactive Learning Diaries</li> </ul>	<ul style="list-style-type: none"> <li>• Impact on playroom practice</li> <li>• Impact on quality experiences, learning and teaching for all children</li> <li>• Staff training successfully completed impacting on adult / child interactions</li> <li>• Monitoring of progress</li> <li>• Feedback from staff, parents, partner agencies, children and training providers</li> <li>• Ongoing professional discussion</li> <li>• Individual child progress reports</li> <li>• Questionnaires / evaluations / workshops</li> </ul>

# Literacy & English Policy

<b>Published</b>	March 2015 (V1)
<b>Revised</b>	Session 2017/18



## **Literacy and English Policy**

### **Rationale**

Literacy is defined as: The set of skills which allows an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful.

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence. Even for our youngest children, literacy is fundamental to all areas of learning and their subsequent individual development.

### **Principles and Practice**

Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture. Through language, KingsWellies children can gain access to the literacy heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literacy heritage. Children enjoy and learn from the diversity of language used in their homes, their nurseries / schools and their communities. They learn through the range of language used by the media, by the adults around them and by their peers.

The KingsWellies Literacy and English Policy promotes the development of critical and creative thinking in our children aged from 0 – 5 years old. At KingsWellies, we will also promote competence in Reading, Writing, Listening and Talking and the personal, interpersonal and team-working skills which are so important in life and in the world of work. These will be developed through the Early Level Experiences and Outcomes.

### **Literacy and English Aims**

**At KingsWellies Nursery, the aim of teaching Literacy and English is to enable all of our children to:**

- Communicate, collaborate and build relationships
- Reflect of and explain literacy and thinking skills, using feedback to help, improve and sensitively provide useful feedback for others
- Engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- Develop understanding of what is special, vibrant and valuable about their own and other cultures and languages
- Explore the richness and diversity of language, how it can affect them and the wide range of ways in which they and others can be creative
- Extend and enrich their vocabulary through listening, talking, writing and reading
- Develop an enjoyment and appreciation of language and how it can enhance their lives

**In developing English language skills, KingsWellies children will:**

- Engage with a wide range of texts and develop an appreciation of the richness and breadth of Scotland's literary and linguistic heritage
- Enjoy exploring and discussing word patterns and text structures

## **Literacy across Learning**

Literacy is fundamental to all areas of learning and at all stages of learning, therefore all KingsWellies staff are responsible for promoting language and literacy development. Every nursery practitioner at KingsWellies will find opportunities to encourage KingsWellies Nursery children to explain their thinking, debate their ideas and develop their Reading and Writing skills using the Early Level Experiences and Outcomes.

Even for our youngest learners, there are huge opportunities to develop literacy in many areas of the curriculum. For example, there are close links between the expressive arts and creative writing / imaginative story-telling. Topic work is likely to involve research and provide a valuable opportunity to extend language, listening and talking skills.

## **Experiences and Outcomes**

To help teachers / nursery practitioners to achieve balance within the curriculum, aspects of learning have been divided into experiences and outcomes, each with a set of targets for children to achieve. These have been sectioned into broad stages of development:

- **Early Level – approximately nursery to P1 but earlier or later for some. The KingsWellies children will be working towards the development of the Early Level E's and O's.**
- **First Level –** approximately P2 to P4 but earlier or later for some
- **Second Level –** approximately P5 to P7 but earlier or later for some
- **Third Level –** S1 to S3 but earlier or later for some

## **How is the Literacy and English Framework Structured?**

**Literacy and English can be sub-divided into the following organisers:**

- Listening and Talking
- Reading
- Writing

**Within these organisers there are the following subdivisions:**

- Enjoyment and choice
- Tools
- Creating texts
- Finding and using information
- Understanding, analysing and evaluating

## **The Learning Environment**

For effective learning and teaching in Literacy and English, the KingsWellies Nursery learning environment should:

- stimulate and promote discovery, experimentation and enquiry
- promote enjoyment and fulfilment through participation, experimentation, enquiry and reflection
- encourage practical activities which are stimulating, motivating, challenging and safe
- provide appropriate differentiation, giving every child opportunities to succeed (regardless of age or stage)
- provide children with appropriate materials and equipment
- provide a nursery ethos which is supportive of all children
- create opportunities to place Literacy and English in the wider context of the community

## **Planning**

### **Our Nursery Practitioner's forward planning takes account of:**

- Long-term (yearly), medium term (termly) and short term (weekly and daily) planning
- Prior learning and varied learning styles e.g. visual, auditory, tactile, kinaesthetic
- Setting targets, assessment criteria, learning intentions and success criteria which specify what the children are expected to learn
- Evaluating what has been taught and identifying next steps for learning and teaching
- Linking nursery work and home
- Cross – curricular links
- Both interdisciplinary and disciplinary learning opportunities

### **Learning and Teaching of Literacy and English at KingsWellies Nursery**

Throughout their education at KingsWellies Nursery, children will experience an environment which is rich in language and which sets high expectations for literacy and the use of language.

Children need to spend time with stories, literature and other texts which will enrich their learning, develop their language skills and enable them to find enjoyment.

Spoken language has particular importance in the early years. Nursery staff will balance play-based learning with more systematic development and learning of skills and techniques for reading, including phonics at Early Level.

### **Throughout education, effective learning and teaching in Literacy and English will involve a skilful mix of appropriate approaches including:**

- The use of relevant, real-life and enjoyable contexts which build upon children's own experiences
- Teaching as a discrete Literacy topic or lesson
- Effective direct and interactive teaching
- A balance of spontaneous play and planned activities
- Harnessing the motivational benefits of following children's interests through responsive planning
- Collaborative working and independent thinking and learning
- Making meaningful links for children across the different curriculum areas
- Building on the principles of Assessment is for Learning
- Frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences within and beyond the nursery
- The development of problem-solving skills and approaches
- The appropriate and effective use of ICT
- Through volunteering in the local community and promoting outdoor education
- Personal reflection and independent learning

Differentiation in the children's responses and behaviour will reflect their broad level of development at Early Level.

Learning should be coherent, progressive and meaningful and should be planned for and taught in ways that encourage the children to recognise that the knowledge, skills and attitudes identified are inextricably linked. Literacy and English can be an opportunity for children to feel valued as part of a whole nursery class but some children may need individual support in tackling activities. Children of all abilities should be given the opportunities to realise their full potential using the resources and materials at the nursery's disposal.



KingsWellies Nursery staff will select the most appropriate nursery organisation according to the kinds of activities which are taking place. These could be:

- Whole group
- Group methods
- Working in pairs
- Individual work

Discussion of issues and sharing of the children's own ideas and opinions will be encouraged at all times. Where appropriate, links will also be made with the rights and responsibilities that children are entitled to.

### **The Four Capacities for Learning**

Through Literacy and English, KingsWellies children will be encouraged to develop, grow and become:

- **responsible citizens**, who can explore ethical questions, respond to personal and social issues, and develop stances and views, who have deepened their insight and experience of cultural identities and who have come to recognise the importance of the arts to the culture and identities of Scotland and other societies
- **effective contributors**, who can develop and express their creativity, work cooperatively and communicate with others, and in so doing, show initiative, dependability, leadership and enterprise
- **successful learners**, who can express themselves, think innovatively, meet challenges positively, find imaginative solutions to problems and who have developed knowledge and skills related to the different arts and broader skills such as the use of technologies
- **confident individuals**, who have developed self-awareness, self-discipline, determination, commitment and confidence through drawing on their own ideas, experience and feeling, and through successful participation

### **Continuity and Progression**

The Literacy and English programme of study for KingsWellies Nursery has been devised with reference to the Curriculum for Excellence guidelines on Literacy and English at Early Level.

At nursery stage, there will be a major focus on Reading, Writing, Listening and Talking with further learning taking place within the context of play and interdisciplinary cross-curricular experiences.

The programme has been designed to build from the children's own experiences and levels of understanding in Early Years. As they progress through the programme, children will build on their prior learning and gain a deeper understanding of issues related to Literacy. The learning expectations are progressively greater as children develop and grow. By building on their own knowledge and experiences, KingsWellies children should be able to develop their own thoughts and opinions about Literacy and all the issues related to this area of the curriculum.

As the child learns and develops, the framework of experiences and outcomes provides opportunities to visit and revisit issues and topics in order to deepen understanding. Literacy and English Experiences and Outcomes encourage links with other areas of the curriculum to provide our children with deeper, more enjoyable and active experiences. These experiences contribute much to the development of the four capacities of Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. The Experiences and Outcomes do not place a ceiling on achievement. The range of experiences allows for different rates of progression and for increased depth and breadth.

## **Assessment**

### **What are the broad features of assessment in Literacy and English?**

As literacy is the responsibility of all KingsWellies Nursery staff, and because of the importance of literacy across all aspects of a child's learning, all staff should be clear about their responsibilities and their roles in the assessment of literacy.

Assessment in literacy will focus on children's progress in developing and applying essential skills in listening and talking, reading and writing.

KingsWellies Nursery staff and children need a common understanding of expectations in literacy across all curriculum areas and discussion and sharing examples of work will help to achieve this.

Approaches to assessment should identify the extent to which the children can apply their literacy skills across their learning.

#### **For example:**

- How well do they contribute to discussions and openly explain their thinking?
- Are they increasingly able to distil key ideas from texts?
- Can they apply their literacy skills successfully in different areas of their learning and their daily lives?

The children's enthusiasm and motivation for using language will show in their growing use of different media and texts, their preferences in reading, their confidence in sharing experiences through talk and writing and in ways they apply their skills in the learning and communication. These aspects will be indicators of their long-term success in using literacy in their lives, as citizens and in preparing for the world of work.

#### **Evidence of progress in Literacy and English comes from what the children say, write and do.**

Children's learning experiences will involve them in listening, talking, writing and reading activities. Through observing the children as they work through the Literacy and English Experiences and Outcomes, KingsWellies Nursery staff can assess pupil's progress.

Assessment, recording and reporting of Literacy and English will involve an overall judgement about each child's level of attainment in terms of knowledge, skills and values.

#### **In assessing Literacy at Early Level, KingsWellies Nursery staff are likely to use:**

- say, write, do
- day to day learning
- assessment tasks
- observation of children's ability to listen, express opinions and communicate with others
- evidence from workbooks, writing and reading and other items produced by the children
- discussion

### **At KingsWellies Nursery, we undertake assessment that:**

- is well matched to clearly identified purposes and encourages children to achieve their full potential
- emphasises the formative, celebrating what has been achieved and identifying what has still to be achieved to progress to the next level
- has an appropriate blend of self, peer and teacher evaluation
- is both formal and informal
- is useful and provides information which is shared with learners and where appropriate with parents and other agencies
- is based around the key principles of Assessment is for Learning

### **Observations - What should staff be looking for when assessing a child?**

- What is the learning taking place?
- Where is the observation taking place? (sandpit, mark making table, easel etc)
- Who is there? ( the child being observed plus peers / staff / child is alone etc)
- Note the observation. Re-read it and ask yourself 'what does this observation tell me?' Is it an important observation to record in the child's profile or have you recorded an observation that is already in the file stating the same thing?
- Does the observation tell other readers what you are trying to convey?
- Is it a planned observation?
- Is it a spontaneous observation?
- Consider where in the profile the observation will be placed?
- Are there any 'next steps' leading on from this observation?
- Did you speak to the child about what he / she was doing?
- Did the child make any comments about his / her learning?
- Remember to record what the child says
- Are you sure the observation is valid and reliable eg.If you were observing left / right hand preference – do you have enough evidence and observations to make this reliable information?
- Do I need to share this observation with others? (parent, other staff, other professional)
- Is this observation significant enough to be taken forward into planning for that child?

### **Quality Assurance**

Monitoring the quality of the teaching, learning and attainment in Literacy and English will be carried out by the Nursery Director / Nursery Manager and is set within the KingsWellies Nursery quality assurance framework.

### **Recording and Reporting**

KingsWellies staff report to parents on children's progress in Literacy and English in individual reports annually. They are available to discuss children's progress on specific areas yearly at parent interviews and open events.

Parents are welcome to contact the nursery at any time if they have any concerns or queries regarding their child's involvement in the Literacy and English programme.

**Literacy and English Assessment Criteria - what are we looking for at Early Level? Can the child:**

- Listen to stories, music and poems actively with enjoyment
- Play with patterns and sound of language
- Understand stories, ask questions and link what I am learning to previous knowledge
- Explore events and characters in stories and texts and use my knowledge to invent my own stories and share them in an imaginative way
- Discover new words and phrases to express my ideas thoughts and feelings
- Retell stories and rhyme in own words
- Listen and respond to instructions / information
- Listen to others in large / small group experiences
- Fluency of speech
- Talk to others about themselves and their experiences
- Express needs, thoughts and feelings appropriately to communicate their message
- Recognise and reproduces rhythm
- Recognise and reproduces rhyme
- Ask and answers questions in pair / group
- Can carry a message to a third person
- Contributes effectively in conversation taking turns and keeping relevant to the context
- Is aware that print has meaning and explore sounds and words and how they work together to help me as I read and write
- Identifies letters of the alphabet by sound
- Chooses to spend time looking at books
- Read to other children and adults
- Know how to hold books and turn pages appropriately
- Understand the relationship between print, illustrations and the spoken word
- Use books to find information
- Recognise own name, signs and labels in the environment
- Identifies words which start / end with the same or different sound (rhyme)
- Choose to 'write' in play / activities, using pictures, symbols, letters and in cases words in writing
- Has fun with language and making stories
- Sharing made up stories with others
- Use language to describe, explain and develop ideas
- Use talk during role-play
- Use own drawings and written marks to express ideas and feelings
- Explore different materials for writing
- Explore different texts for reading
- Explore different ways of recording ideas, feelings and experiences
- Ask for print to be put on a drawing (scribing)
- Experiment with symbols / letters / words

## KingsWellies Nursery

KingsWellies Nursery CfE Early level

## LISTENING & TALKING

Class/Group:

Term/Date:

<p>● <u>red</u> = early experiences at this level    ● <u>orange</u> = working towards outcomes at this level    ● <u>green</u> = established and consolidating outcomes and widening experiences</p> <p style="text-align: center;">level in a variety of ways.    Decreasing level    at this level.</p> <p>Increasing pupil independence. Text structure, idea &amp; of support    vocabulary</p> <p>more complex</p>					
Experiences & Outcomes	Some possible, planned contexts (highlight)	Any additional planned contexts/ Learning Activity/Learning Intention <small>Introduced (I) Practical (P) or Extended (E)</small>	Assess? How? E/O/Aspects? Success Criteria?	Evaluation / Next steps / Action?	Home link?
<p>I enjoy exploring and playing with the patterns &amp; sounds of language and can use what I learn</p> <p>LIT 0-01a/0-11a/0-20a</p>	<p>Nursery rhymes Songs Rhyme &amp; analogy Poems stories Word building Phonic and sound games HLP phonics &amp; spelling games Playground games</p>				
<p>I enjoy exploring &amp; choosing stories &amp; other texts to watch, read or listen to, and can share my likes &amp; dislikes</p> <p>LIT 0-01b/0-11b</p>	<p>Sharing books, poems, songs, rhymes: * as class * with peers * individually Free choice of a variety of texts Class library Paired reading Re-telling stories</p>				
<p>I enjoy exploring events &amp; characters in stories &amp; other texts, sharing my thoughts in different ways</p> <p>LIT 0-01c</p>	<p>School library/van HLP core reading HLP writer's craft Teacher reading to pupils Paired reading Listening centre TV/Film – short stories Class/ group discussions</p>				

<p>As I listen &amp; talk in different situations, I am learning to take turns &amp; am developing my awareness of when to talk &amp; when to listen</p> <p>LIT 0-02a / ENG 0-03a</p>	<p>Collaborative learning Circle time Role play areas Puppets / drama Free play Structured play Class / group discussions</p>				
---	---	--	--	--	--

## KingsWellies Nursery

KingsWellies Nursery CfE Early level  
page 2

## LISTENING & TALKING

Experiences & Outcomes	Some possible, planned contexts (highlight)	Any additional planned contexts/ Learning Activity/Learning Intention Introduced (I) Practical (P) or Extended (E)	Assess? How? E/O/Aspects? Success Criteria?	Evaluation / Next steps / Action?	Home link?
I listen or watch for interesting information & I use this to make choices or learn new things  LIT 0-04a	HLP reading for info lessons Circle time Listening for information in class / group lessons Collaborative learning (peer to peer)				
To help me understand stories & other texts, I ask questions and link what I am learning to what I already know  LIT 0-07a / LIT 0-16a / ENG 0-17a	Class story time Peer to peer sharing of texts HLP core reading HLP reading for information HLP writer's craft Questioning peers during 'show and tell'				
Within real & imaginary situations, I share experiences & feelings, ideas & information in a way that communicates my message  LIT 0-09a	Role play corner Puppets Drama Circle time Class / group lessons Sow & tell / news time				
I enjoy exploring events and characters in stories and other texts and use what I learn to invent my own, sharing these with others in imaginative ways  LIT 0-9a / LIT 0-31a	Free writing table Recording devices Role play Drama Puppets Oral writing plan				
As I listen and take part in conversations & discussions, I discover new words & phrases	Collaborative learning Circle time Following listening and talking rules Class / group lessons Role play				

which I use to help me express my ideas, thoughts & feelings  LIT 0-10a	Free play Structured play 'show & tell /news'				
---	---	--	--	--	--

<b>Challenge &amp; enjoyment</b> <b>choice</b>	<b>coherence</b>	<b>breadth</b> <b>relevance</b>	<b>progression depth</b>	<b>personalisation &amp;</b>
---	------------------	------------------------------------	--------------------------	------------------------------



# KingsWellies Nursery

## READING EXPERIENCES & OUTCOMES

	EARLY
<p><b>Enjoyment and choice</b></p> <p>* within a motivating &amp; challenging environment, developing an awareness of the relevance of texts in my life.</p>	<p>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</p> <p>LIT 0-01a / LIT 0-11a / LIT 0-20a</p> <p>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.</p> <p>LIT 0-01b / Lit 0-11b</p>
<p><b>Tools for reading</b></p> <p>* to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning</p>	<p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.</p> <p>ENG 0-12a / LIT 0-13a / LIT 0-21a</p>
<p><b>Finding and using Information</b></p> <p>* when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary.</p>	<p>I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.</p> <p>LIT 0-14c</p>
<p><b>Understanding, analysing and evaluating</b></p> <p>* investigating and / or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes</p>	<p>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</p> <p>LIT 0-07a / LIT 0-16a / ENG 0-17a</p> <p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways</p> <p>LIT 0-19a</p>

# KingsWellies Nursery

## WRITING EXPERIENCES & OUTCOMES

	<b>EARLY</b>
<p><b>Enjoyment and choice</b></p> <p>* within a motivating &amp; challenging environment, developing an awareness of the relevance of texts in my life.</p>	<p>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</p> <p style="text-align: center;">LIT 0-01a / LIT 0-11a / LIT 0-20a</p>
<p><b>Tools for reading</b></p> <p>* using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning.</p>	<p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.</p> <p style="text-align: center;">ENG 0-12a / LIT 0-13a / LIT 0-21a</p> <p>As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.</p> <p style="text-align: center;">LIT 0-21b</p>
<p><b>Organising and using Information</b></p>	<p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</p> <p style="text-align: center;">LIT 0-26a</p>
<p><b>Creating texts</b></p> <p>*applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary.</p>	<p>I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.</p> <p style="text-align: center;">LIT 0-28a / LIT 1-29a</p> <p>I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.</p> <p style="text-align: center;">LIT 0-09b / LIT 0-31a</p>

## KingsWellies Nursery – Outdoor Education

### Literacy & English

#### Early Level

Experiences and Outcomes	Outdoor Learning Opportunities
<b>Listening &amp; Talking</b>	
<p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. <b>ENG 0-12a / LIT 0-13a / LIT 0-21a</b></p> <p>I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. <b>LIT 0-01a / LIT 0-11a / LIT 0-20a</b></p> <p>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. <b>LIT 0-01b / LIT 0-11b</b></p> <p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. <b>LIT 0-01c</b></p> <p>As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen <b>LIT 0-2a / ENG 0-03a</b></p> <p>I listen or watch for useful or interesting information and I use this to make choices or learn new things. <b>LIT 0-04a</b></p>	<ul style="list-style-type: none"> <li>• Encourage all children to find a ‘magic spot’ outside, this spot can be used for many activities, reflective time, and solitary activities and it is their special place that no one else can use.</li> <li>• Regular outdoor activities: circle time gatherings, storytelling and listening, sharing events during plenary songs, games and dance, pupil council / eco meetings.</li> <li>• Create a storytelling seat / area outside as a dedicated spot for outdoor storytelling.</li> <li>• Gather leaves outside and then get into a gathering circle to discuss what they have found, i.e. size, shape, colour.</li> <li>• Sticky bands round children’s arms, using double sided tape, encourage children to find things outside and stick to keep. During plenary ask children to discuss in a gathering circle what they have found.</li> <li>• Listen for the number of sounds you can hear around you. Hold up one fist, every time you hear a sound, raise a finger. Afterwards recall the sounds heard.</li> <li>• Practise copying the sounds you hear outside. Cats, dogs, gulls, cars etc etc.</li> <li>• Using digital sound recorders let the children record sounds outside. After each sound, ask “What is it?” Leave a 6 second pause then say the answer. Use the recordings for future listening quiz.</li> <li>• Hide pieces of a giant jigsaw in various locations outside, children partner up and then locate the missing pieces, encourage children to talk and listen to each other.</li> <li>• Owl ears – get the children to pretend they are scooping up water using their hands as pretend cups. Ask them to tip out the water then put the “cups” behind their ears and listen. Cupped ears collect sound like satellite dishes on the side of your head. This is how rabbits, owls and deer hear.</li> <li>• If any child discovers a snail or a slug encourage the children to leave it on the ground and hum to it. Experiment with different pitches. At the correct pitch, the creature will uncurl, stretch its antennae and start moving.</li> <li>• Kim’s Game – using objects found outside.</li> <li>• Outdoor treasure chests – any work undertaken outside can be placed in the chest for future discussions</li> <li>• Play eye spy but have the children run and touch the object outside before coming back to you. Or have 2 teams and when a child guesses correctly, a child from each team goes and touches the object and comes back to the group</li> </ul>

**KingsWellies Nursery – Outdoor Education**

**Literacy & English**

**Early Level**

<b>Experiences and Outcomes</b>	<b>Outdoor Learning Opportunities</b>
<b>Listening &amp; Talking</b>	
<p>To help me understand stories and other texts, I ask question and link what I am learning with what I already know.</p> <p><b>LIT 0-07a / LIT 0-16a / ENG 0-17a</b></p> <p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</p> <p><b>LIT 0-09a</b></p> <p>I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.</p> <p><b>LIT 0-09b / LIT 0-31a</b></p> <p>As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.</p> <p><b>LIT 0-10a</b></p>	

## KingsWellies Nursery – Outdoor Education

### Literacy & English

#### Early Level

Experiences and Outcomes	Outdoor Learning Opportunities
<b>Reading</b>	
<p>I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. <b>LIT 0-01a / LIT 0-11a / LIT 0-20a</b></p> <p>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. <b>LIT 0-01b / LIT 0-11b</b></p> <p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. <b>ENG 0-12a / LIT 0-13a / LIT 0-21a</b></p> <p>I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. <b>LIT 0-14a</b></p> <p>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. <b>LIT 0-07a / LIT 0-16a / ENG 0-17a</b></p> <p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. <b>LIT 0-19a</b></p>	<ul style="list-style-type: none"> <li>• Have blankets, sleeping bags and cushions available to make reading outside comfortable.</li> <li>• Develop outdoor stories over a few days. This allows for repetition of the story, familiarity and an opportunity for children, using props to stimulate interest. For example using <i>Handa's Surprise</i> by Eileen Browne. Toy animals could be hidden in trees around the nursery grounds for children to look for. African material (to make dresses, skirts etc) can be used outside with baskets of fruit for re-enacting the story. The fruit illustrated in the story could be eaten outside as a snack with the seeds or pips planted afterwards to see if they will grow. African games can be played outside, such as using spinning tops or playing jack, but just using small pebbles.</li> <li>• Trip to local library.</li> <li>• Environmental print walks in nursery grounds and local areas. Look for signs in the nursery grounds such as emergency exits. Fire hoses, alarm locations. Let them take photographs and use them for future discussions.</li> <li>• Laminated photographs and texts for outside to continue children's interests and themes outdoors.</li> <li>• Use tents / shelters for reading areas.</li> <li>• Make an outdoor alphabet big book – use photos and objects to develop the book over the year.</li> <li>• Photograph objects in the nursery grounds from different angles. Laminate the photos and let the children match them.</li> <li>• Have a basket of pebbles with pictures and letters painted on them for telling stories.</li> <li>• Use hidden objects to focus on prepositions – hide animals in, beside, under, over, on top of places in a garden and have the children describe the location.</li> <li>• Bury plastic letters in the sandpit for the children to find.</li> <li>• Play alphabet hide 'n' seek where children hide and hunt for letters.</li> <li>• Have sponge letters in the water area.</li> <li>• Go on a Bear Hunt!</li> </ul>

## KingsWellies Nursery – Outdoor Education

### Literacy & English

#### Early Level

Experiences and Outcomes	Outdoor Learning Opportunities
<b>Writing</b>	
<p>I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. <b>LIT 0-01a / LIT 0-11a / LIT 0-20a</b></p> <p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. <b>ENG 0-12a / LIT 0-13a / LIT 0-21a</b></p> <p>As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. <b>LIT 0-21b</b></p> <p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. <b>LIT 0-26a</b></p> <p>I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways <b>LIT 0-19a</b></p>	<ul style="list-style-type: none"> <li>• Let children make signs and symbols for places and objects in the outside area e.g. signs on bikes to represent emergency services, road and rail signs for a road or railway track, superhero symbols on capes and costumes, instruction signs such as 'no entrance' and 'remember to wash your hands'.</li> <li>• Have alphabet tiles outside for large scale printing or pouring water over them to see the imprint left behind.</li> <li>• Make letters using stones and sticks.</li> <li>• Using chalk, make an alphabet trail for the children to follow around the playground.</li> <li>• Have writing equipment ready to go. Transparent labelled boxes containing felt tip pens, rulers, writing equipment, pencils and crayons.</li> <li>• Have a blackboard / whiteboard outside.</li> <li>• Have a pin board for posting pictures and messages.</li> <li>• Have clipboards and scoreboards for games and children carrying around with them.</li> <li>• Have interesting pieces of paper. Show children how to roll up metre strips of paper with a secret message that can be stored in crack in a wall or put in a pocket.</li> <li>• Make water trails and patterns using bottles with a hole in the bottom encouraging mark making. Also use spray bottles, hoses and watering cans as well as a variety of cups and containers.</li> <li>• Paint and draw on walls with a variety of media.</li> <li>• Make patterns in the sand / digging areas.</li> <li>• Take sticks on walks and use for drawing, making messages, dragging along the ground, poking in puddles and dirt.</li> <li>• Draw round objects such as logs.</li> <li>• Use chalk on playground and sticks in sand.</li> <li>• Have mark making materials available for small world play, e.g. chalk to make a roadway, runway, train track.</li> <li>• Spell simple CVC words, by jumping from letter to letter on a tile mat or on letters chalked onto tarmac.</li> <li>• Create hopscotch and other jumping games but use letters instead of numbers.</li> </ul>